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ABSTRACT

This research paper investigates the manner in which academic perceptions, beliefs, and attitudes of university students can be differentiated on the basis of students' sociopolitical identifications. Four specific hypotheses about politically liberal versus conservative students are examined: (1) liberal students will express greater demands for student participation in the university governance process, (2) liberal students will manifest greater feelings of academic alienation, (3) liberal students will offer more critical evaluations of the university academic environment, and (4) liberal students will perceive greater ideal-real discrepancies in evaluating university goals and characteristics. Survey data were collected from 460 students enrolled at Southern Illinois University in May 1973. Both bivariate correlational analysis and multiple discriminant analysis of the data were employed. Relatively strong support is provided for all four hypotheses. Furthermore, using composite indicators, it is established that the four dimensions of student reaction to the university exhibit moderate levels of constraint and, thus, constitute a rudimentary academic belief system. The findings are discussed within the context of the university as a quasi-political system. Six data tables, attitude scales used in the survey, and an extensive reference list are included. (Author)

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ACADEMIC IDEOLOGY AND THE POST-ACTIVIST GENERATION: STUDENTS' REACTIONS TO THE UNIVERSITY

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ABSTRACT

The research reported in this paper is guided by the following question: In what manner can the academic perceptions and beliefs of university students be differentiated on the basis of the students' sociopolitical identifications? After discussing a model of the student as an academic citizen, four hypotheses are introduced: 1) Liberal students, compared to conservative students, will express greater demands for student participation in the university governance process; 2) Liberal students, compared to conservative students, will manifest greater feelings of academic alienation; 3) Liberal students, compared to conservative students, will offer more critical evaluations of the university academic environment; and 4) Liberal students, compared to conservative students, will perceive greater ideal-real discrepancies in evaluating university goals and characteristics.

Using survey data collected from 460 students enrolled at Southern Illinois University-Carbondale in May 1973, and employing both bivariate correlational analysis and multiple discriminant analysis, relatively strong support is provided for the above hypotheses. Furthermore, using composite indicators generated from the multiple measures serving as operationalizations of the study's central concepts, it is established that the four dimensions of student reaction to the university exhibit moderate levels of constraint, and thus, constitute a rudimentary academic belief system. These findings are then discussed within the context of a model characterizing the university as a quasi-political system.

ACADEMIC IDEOLOGY AND THE POST-ACTIVIST GENERATION: STUDENTS' REACTIONS TO THE UNIVERSITY

> Every new human being is potentially a liberal animal and a rebel; yet every social organization he will be up against, from the family to the state, is likely to seek to "socialize" him into a conveniently pliant conformist (Bay, 1967: 90).

Academics and social scientists pay little attention to university students when they are not engaged in acts of civil disobedience or attempting to transform the world (Wallerstein and Starr, 1971a; Wallerstein and Starr, 1971b). When attention is directed at university students during these atypical times, the focus is typically on the political behavior of campus activists (Foster and Long, 1970; Altbach and Laufer, 1971), inevitably of a radical-liberal type (Keniston, 1968; Kerpelman, 1972), at the more elitist institutions of higher learning (Keniston, 1971; Lipset, 1971). Frequently, too, this sort of deviant case analysis is of a descriptive or historical nature, devoid of an empirical base (Feuer, 1969; Liebert, 1971).

In contrast to this usual research orientation, the study reported here addresses itself to a question more pertinent to the normal functioning of the university system and to a more representative universe of students: Does sociopolitical ideology structure students' perceptions, evaluations, and values as they pertain to the academic context (Lane, 1969; Lane, 1972; Lane, 1974)? More specifically, do students possess an academic belief system predictable from their sociopolitical self-identifications (Tygart, 1975)?

The assumptions underlying this paper deviate considerably from those found in other treatments of this subject. First, the model guiding this

research expands the commonly defined definition of "politics" to incorporate the academic political system and students' reactions to that system (Long, 1976i). Second, this model assumes that university students do attend to the internal operation of the university, do compare systemic goals with systemic outputs (Long, 1976b; Long, 1976g), and do evaluate the system's impact on them as individual members of the academic system (Long, 1976a; Long, 1976c; Long, 1976f). Finally, according to the model, these academic perceptions, evaluations, and values, as manifested by university students, constitute an academic belief system congruent with a more generic socio-political ideology (Tomkins, 1963; Tomkins, 1965; Long, 1976d; Long, 1976e).

Four student reactive dimensions should be particularly salient in differentiating between sociopolitical conservatives and liberals.[1] The first dimension on which these two ideological groups might be distinguished concerns beliefs about student participation in university decision-making. On this dimension, students with leftist leanings, more so than conservative students, should believe in the basic right of students to participate in the process of university governance (Jameson and Hessler, 1970). Similarly, liberal students, relative to conservative students, should manifest greater feelings of academic alienation, the second dimension of university reaction by students (Jameson and Hessler, 1970; Kornberg and Brehm, 1971; Miller, 1971). Students' evaluations of the academic milieu should also vary with their sociopolitical identifications, with conservatives offering a more positive view of the university environment than liberals (Jameson and Hessler, 1970; Kornberg and Brehm, 1971; Jansen and Winborn, 1968; Spreitzer and Snyder, 1971). Finally, when a comparison is made between ideal-real perceptions of the university, it is expected that a greater discrepancy will be found for liberal than for conservative students (Jameson and

Hessler, 1970; Kornberg and Brehm, 1971; Jansen, 1967; Spreitzer and Snyder, 1971). Thus, four hypotheses will be tested in this study:

H_1 Liberal students, compared to conservative students, will express greater demands for student participation in the university governance process.

H_2 Liberal students, compared to conservative students, will manifest greater feelings of academic alienation.

H_3 Liberal students, compared to conservative students, will offer more critical evaluations of the university academic environment.

H_4 Liberal students, compared to conservative students, will perceive greater ideal-real discrepancies in evaluating university goals and characteristics.

Methodology. The data for this study were collected by means of a written questionnaire which was administered to a random sample of 460 students enrolled at Southern Illinois University-Carbondale in May 1973. Trained interviewers were used to collect the pertinent data from each respondent in the sample. To insure cooperation, anonymity and confidentiality were guaranteed for all students sampled.

The principal independent variable in this research, ideological self-identification, was measured by means of a seven-response item, on which respondents were requested to indicate their general ideological stance, ranging from reactionary (1) through moderate (4) to radical (7). Past research on this student population suggests that ideological self-

identification correlates in the predicted direction with measures of socio-political ideological attitudes (Long and Long, 1973a; Long and Long, 1973b). Furthermore, this variable was found to correlate with three derived value indicators on the SIU-C questionnaire, which provided an additional estimate of concurrent validity (Flacks, 1967a). Thus, this indicator of ideological self-identification correlated with indices measuring humanistic values ($r= 0.25$, $p= 0.001$),[2] personal security values ($r= -0.22$, $p= 0.001$),[3] and personal control values ($r= -0.23$, $p= 0.001$).[4]

Four sets of independent variables were employed in this research. Students' participative beliefs were tapped through the use of scales measuring students' demands for independence from university administrators, the condonation of political activism on campus, the desire for participation in university decision-making, and the perception of authoritarian governance by university administrators. Students' feelings of academic alienation were measured by means of scales indicating feelings of academic estrangement, academic cynicism, academic powerlessness, and negative affect for university administrators. Students' evaluations of the university academic environment were appraised through the use of indices measuring perceptions of academic impact on students, evaluations of academic quality, and perceptions of general academic climate. Finally, indices measuring student perceived ideal-real discrepancies in university goal implementation and in university attributes were utilized as indicators of students' discrepant perceptions. Complete descriptions of these four sets of measures, as well as the composite standardized indices employed as generic indicators for each of the four variables, can be found in the Appendix.

Results. Table 1 contains the correlations between students' sociopolitical self-identifications and their beliefs regarding university participation. If hypothesis one is to receive confirmation, each of the latter measures, plus the composite standardized indicator of student participative beliefs, should correlate positively with the students' ideological identifications. It would appear that rather strong support for the first hypothesis is offered by these data. Interestingly, condonation of campus political activism exhibits the strongest association with sociopolitical ideology, whereas perceptions of authoritarian governance by university administrators appear much less related to ideological identification. This may suggest, in the first case, that a vestige of the New Left philosophy still remains among these students (Flacks, 1967b; Flacks, 1971), while, in the second case, the authoritarian nature of decision-making at this university is so obvious that even the more conservative students are cognizant of it. However, in any case, the correlation of 0.42 between ideology and participative beliefs clearly establishes the relation between these two variables.

Hypothesis two posits an association between sociopolitical ideology and students' feelings of academic alienation, with a tendency for liberals to manifest greater alienation than conservatives. The data in Table 2 provide confirmation for this hypothesis. In this instance, much less variance appears between the four alienation indicators and ideology, suggesting that feelings of academic alienation are more pervasive among students on this campus, and, further, that when one dimension of academic alienation is engendered others quickly become engaged as well (Long, 1976h). With a correlation of 0.31 between feelings of academic alienation, as measured by

TABLE 1.

CORRELATIONS (r) BETWEEN STUDENTS' SOCIOPOLITICAL IDEOLOGICAL SELF-IDENTIFICATIONS AND UNIVERSITY PARTICIPATIVE BELIEFS

	Student Independence	Campus Activism	Participative Desires	Authoritarian Governance	Participative Beliefs
Sociopolitical Ideology	.32	.37	.30	.20	.42

NOTE: r= .07, p= .05

TABLE 2.

CORRELATIONS (r) BETWEEN STUDENTS' SOCIOPOLITICAL IDEOLOGICAL SELF-IDENTIFICATIONS AND FEELINGS OF ACADEMIC ALIENATION

	Academic Estrangement	Academic Cynicism	Academic Powerlessness	Administrative Affect	Academic Alienation
Sociopolitical Ideology	.24	.18	.27	.27	.31

NOTE: r= .07, p= .05

the composite index of alienation, and sociopolitical ideology, hypothesis two is supported.

According to the third hypothesis, students' evaluations of the university academic climate should correlate negatively with students' ideological self-identifications, i.e., liberals should evidence more criticism than conservatives. The data in Table 3 indicate that while this is generally so, the link between ideology and academic evaluations is not as strong as those between ideology and participative beliefs or academic alienation. For example, although perceptions of academic impact and of general academic climate show a rather weak relationship with sociopolitical ideology, perceptions of academic quality are unrelated to students' ideological self-identifications. Therefore, with a correlation between ideology and the composite academic evaluation index[5] of 0.13, the third hypothesis receives confirmation, but at a weaker level than the first two hypotheses.

Hypothesis four predicts that liberals, relative to conservatives, will display greater discrepancies in their perceptions of university goal implementation and in their general descriptions of the university. Table 4 shows that, indeed, this is the case, but, again, the association is not especially strong. Of the two dependent variables used in testing this hypothesis, it appears that the students' general descriptions of the university as it is in reality, and as contrasted with what it might be ideally, result in a perceptual variance which is better predicted from ideology than are discrepancies between real and ideal university goal implementation. The correlation of 0.18 between sociopolitical ideology and the composite index of perceptual discrepancy provides support for

TABLE 3.

CORRELATIONS (r) BETWEEN STUDENTS' SOCIOPOLITICAL IDEOLOGICAL SELF-IDENTIFICATIONS AND ACADEMIC ENVIRONMENT EVALUATIONS

	Academic Impact	Academic Quality	Academic Climate	Academic Environment
Sociopolitical Ideology	-.11	-.02	-.15	-.13

NOTE: r= .07, p= .05

TABLE 4.

CORRELATIONS (r) BETWEEN STUDENTS' SOCIOPOLITICAL IDEOLOGICAL SELF-IDENTIFICATIONS AND PERCEIVED UNIVERSITY IDEAL-REAL DISCREPANCIES

	Goal Discrepancies	Attributive Discrepancies	Ideal-Real Discrepancies
Sociopolitical Ideology	.12	.18	.18

NOTE: r= .07, p= .05

hypothesis four.

The data so far show that sociopolitical ideology does appear to structure certain dimensions of students' academic perceptions, evaluations, and values. More to the point, students' sociopolitical self-identifications have been shown to correlate with participative beliefs, academic alienation, academic evaluations, and differential university perceptions. But the second question prefacing this paper still remains unanswered: Do students possess an academic belief system predictable from their sociopolitical self-identifications? In attempting to answer this question, two procedures will be used. First, it would seem advisable to ascertain the extent to which the four dimensions of this presumed academic belief system actually exhibit constraint (Converse, 1964). Second, by utilizing multiple discriminant analysis (Cooley and Lohnes, 1971), the degree to which this presumed belief system predicts students' sociopolitical ideological self-identifications can be determined.

The intercorrelations between the four academic belief system dimensions appear in Table 5. Clearly, these correlations, ranging from 0.31 to 0.58 and with a mean correlation of 0.42, provide evidence for a moderately constrained belief system. Therefore, the assumption concerning the existence of an academic belief system seems established. But to what extent can a student's sociopolitical ideology be predicted by knowing his scores on these four belief system indicators? And, since these four dimensions have been shown to differentially relate to sociopolitical ideology, need they all be applied in making such a prediction?

The results of the step-wise multiple discriminant analysis employed to answer these two questions appear in Table 6.[6] The information in this table

TABLE 5.

INTERCORRELATIONS (r) BETWEEN STUDENTS' ACADEMIC BELIEF SYSTEM COMPONENTS

	(1)	(2)	(3)	(4)
(1) Participative Beliefs		.58	.31	.41
(2) Academic Alienation			.51	.36
(3) Academic Environment				.38
(4) Ideal-Real Discrepancies				

NOTE: r= .07, p= .05

TABLE 6.

STEP-WISE MULTIPLE DISCRIMINANT ANALYSIS OF STUDENTS' SELF-IDENTIFIED SOCIOPOLITICAL IDEOLOGY AS A PREDICTOR OF REACTIONS TO THE UNIVERSITY

Summary Table

Step Number	Variable Entered	F to Enter	Wilks' Lambda	Significance	Standardized Discriminant Function Coefficients
1	Participative Beliefs	73.70	0.74	0.0001	-0.77
2	Academic Alienation	2.37	0.73	0.0001	-0.29
3	Academic Environment	1.30	0.73	0.0001	-0.14

Eigenvalue	Canonical Correlation
0.37	0.52

Centroids of Groups in Reduced Space

Liberals	-0.89
Conservatives	0.27

indicates, first, that participative beliefs, feelings of academic alienation, and academic evaluations serve as the best predictors of students' sociopolitical ideologies; differential university perceptions were dropped from the statistical analysis due to their lack of discriminatory ability. Second, only one discriminant function emerges from the analysis with a canonical correlation of 0.52 between this single dimension and sociopolitical ideology, thus providing further support for the presumed existence of an academic belief system. More importantly, the standardized discriminant function coefficients show that participative beliefs exert over twice the discriminative power of felt academic alienation, and felt academic alienation exerts twice the discriminating ability of academic evaluations, in predicting students' sociopolitical ideology.

To what degree does knowledge of students' academic belief systems lead to accurate predictions of sociopolitical ideology? Seventy-eight percent of the time students' ideologies can be accurately predicted based on a knowledge of their participative beliefs, feelings of academic alienation, and evaluations of the academic environment.[7] It is noteworthy that when errors in prediction occur, the errors will typically occur because predicted "liberals" will, in fact, be conservatives, rather than vice versa. This probably is a function of the generally liberal climate on most university campuses, which may encourage an over-identification with liberalism or a pseudo-liberal perspective. On the other hand, conservatives tend to be less prone to misidentification, perhaps because of the greater necessity to maintain a political identity within this milieu.

Conclusion. The research reported here has dealt with non-activist

students, in a relatively tranquil period in the history of American higher education, at a university comprised mostly of "vocationalist" students (Keniston, 1970). Much as it should theoretically function in the larger political system, sociopolitical ideology was found to relate to university students' perceptions, evaluations, and values regarding the academic political system. As expected, therefore, students' ideological predilections on a rather abstract level were found to parallel their academic belief systems as well. Thus, the university students in this sample were discovered to perform the rather idealized role of the democratic citizen within the academic context (Thompson, 1970).

Of particular interest in this regard is the rather close nexus between sociopolitical ideology and the two more politicized dimensions of the academic belief system investigated here. Students' beliefs regarding both participation in the university governance process and their feelings of alienation from the university were found to correlate with their ideological propensities, with liberals demanding more student participation and at the same time espousing more feelings of academic alienation. Conversely, the two dimensions of the academic belief system which would be ostensibly more salient to the university students, evaluations of the academic environment and ideal-real perceptual discrepancies, did not serve as especially powerful predictors in discriminating between conservatives and liberals.

How might the relation between generic sociopolitical ideology and academic belief system be accounted for? It seems that at least five explanations might pertain, none of which being necessarily mutually exclusive. First, in bringing a more abstract ideological system to bear on the university system, the student may be employing his ideology as a perceptual

screen through which he can structure and evaluate relevant cues and stimuli in his environment. Second, the student's personality may, in fact, serve as a determinant of both his sociopolitical ideology and his academic belief system. Third, Tomkins' theory positing a connection between ideo-affective resonance and ideological postures may be applicable to this domain. Fourth, the implicit causality in the model underlying this paper may be reversed; students' more generalized sociopolitical ideologies may be generated from their more prosaic belief systems formulated in the university context. Last, a generational trend may be evident here, perhaps resulting from earlier New Left influence, in which contemporary university students either still react to this earlier influence or, at least, remain sensitized to the issues and concerns of the last generation of activists.

Appendix

Student Independence Scale:

Students are capable of regulating their own lives and the university should stay out of this area.
The university should take the responsibility to see that students do not break the law. (Reflected)
The university should assume responsibility for a student's behavior just as parents do. (Reflected)
Rules governing student behavior should be made by the students.
Rules governing student behavior should be enforced by students.

(Six-point Disagree Strongly--Agree Strongly response option)

Source: Modified from Peterson, et al. (1970)

Student Activism Scale:

Students should have the right to protest against recruiters on campus if the students think the recruiters are helping to carry out immoral practices.
Students should make the rules governing their participation in off-campus political activity.
The university should not try to stop students from taking part in political activity.

(Six-point Disagree Strongly--Agree Strongly response option)

Source: Modified from Peterson, et al. (1970)

Student Participation Scale:

Students should have the right to participate in decisions on faculty tenure.
Students should have the right to participate in decisions on admissions standards.
Students should have the right to participate in decisions on tuition and fees.
Students should have the right to participate in decisions on what is taught in specific courses.
Students should have the right to participate in decisions on organization of the curriculum.

(Six-point Disagree Strongly-Agree Strongly response option)

Source: Modified from Peterson, et al. (1970)

Authoritarian Governance Scale:

In general, at SIU-C decision-making is decentralized whenever feasible or workable. (Reflected)
This institution tends to be dominated by a single "official" point of view.
Power at SIU-C tends to be widely dispersed rather than tightly held. (Reflected)
In reality, a small group of individuals tends to pretty much run this university.
Governance of this institution is clearly in the hands of the administration.
Students, faculty and administrators all have opportunities for meaningful involvement in campus governance. (Reflected)

(Six-point Disagree Strongly--Agree Strongly response option)

Source: Modified from Peterson, et al. (1970)

Academic Estrangement Scale:

I'm just a tiny cog in the machinery of this university, and have no real influence over what goes on here.
It's impossible to understand much of what goes on in this university, and a lot of the things I do here don't make sense to me.
Most of the rules at this university are relatively useless, and to accomplish anything I often have to disregard them.
I really don't like a lot of the things that go on at SIU-C, and they keep me from being satisfied with what I do here.
My opinions and attitudes are rather different from the people who run things here, and I don't agree with many of the things this university stands for.
Under the surface this university isn't everything it's said to be, and I wish that when I enrolled I'd known the things about it which I know now.

(Six-point Disagree Strongly--Agree Strongly response option)

Source: Modified from Olsen (1968)

Academic Cynicism Scale:

Many of the administrators at this university are basically unqualified for the positions they occupy.
Most faculty at this university are primarily motivated by administrative demands, not student needs.
Students here are forced to work toward maintaining a grade-point-average, not toward getting an education.
Graduation requirements here have no relationship to a student's life preparation or to getting a good education.

The educational goals at this university are irrelevant to the attainment of a good education by students.
While there is much talk about education at this university, the academic climate is fundamentally anti-intellectual in nature.

(Six-point Disagree Strongly--Agree Strongly response option)

Academic Inefficacy Scale:

To what extent do you think the following groups and individuals at SIU-C are aware of student needs and demands? (Very Aware, Moderately Aware, Slightly Aware, Unaware)

Board of Trustees
University President
Administrators

To what extent do you think the following groups and individuals at SIU-C are responsive to student needs and demands? (Very Responsive, Moderately Responsive, Somewhat Responsive, Somewhat Unresponsive, Moderately Unresponsive, Very Unresponsive)

Board of Trustees
University President
Administrators

To what extent do you think the following groups and individuals can be trusted to look out for student needs and demands? (Very Trustworthy, Moderately Trustworthy, Somewhat Trustworthy, Somewhat Untrustworthy, Moderately Untrustworthy, Very Untrustworthy)

Board of Trustees
University President
Administrators

How much influence do you think SIU-C students have on the following groups and individuals in achieving their needs and demands? (Great Deal, Some, Little, None)

Board of Trustees
University President
Administrators

Administrative Affect Scale:

The "feeling" thermometer is used to measure a person's feeling toward different objects. It works very simply. If you don't feel particularly warm or cold toward an object, you would place it at the middle of the thermometer, at the 50 degree mark. If you have a warm feeling toward an object, or feel favorable toward it, you would give it a score somewhere between 50 and 100 degrees, depending on how warm your feeling is toward it. On the other hand, if you don't care too much for it, then you would place it somewhere between 0 and 50 degrees.

What is your feeling for the SIU Board of Trustees?
What is your feeling for the University President?
What is your feeling for SIU administrators?

Academic Impact Scale:

Below is a list of frequently cited outcomes of attending college. Please record the degree to which attending SIU-C is affecting you on each dimension. (No Effect, Little Effect, Some Effect, Great Effect)

Developing my abilities to think and express myself.
Expanding my tolerance for people and ideas.
Helping me to learn how to make my own decisions.
Preparing me to get ahead in the world.
Helping me to learn how to get along with others.
Helping me to learn ways of helping people.
Helping me to form valuable and lasting friendships.
Helping prepare me for marriage and family.

Source: Spaeth and Greeley (1970)

Academic Quality Scale:

How would you evaluate the following aspects of campus life at SIU-C? (Poor, Below Average, Average, Good, Excellent)

Calibre of classroom teaching.
Curriculum and course offerings.
Calibre of the students.
Knowledge and professional standing of the faculty.
Personal contacts with faculty.

Source: Spaeth and Greeley (1970)

Academic Climate Scale:

The following criticisms of college are most frequently encountered. To what degree do you think they apply to SIU-C? (Four-point Disagree Strongly--Agree Strongly response option)

There is no sense of community or chance for students to participate.
The rules are too restrictive.
There is no chance to do anything of service to the community.
There is no opportunity to understand society or myself.
The pressure for grades is too intense.

Source: Spaeth and Greeley (1970)

Goal Discrepancy Scale:

Below is a series of statements regarding possible university goals. Please respond to each goal statement in two ways. First, respond to each statement on the basis of how important you think the goal <u>is</u> to SIU-C at the present time. Second, respond to each statement on the basis of how important you think the goal <u>should be</u> at SIU-C. Please consider SIU-C <u>as a whole</u> in making your responses and in giving <u>should be</u> responses, do not be restrained by your beliefs about whether the goal, realistically, can ever be attained at SIU-C. (Eight-point Extremely Unimportant--Extremely Important response option)

/Following these instructions, fifty-six goal statements were listed which were contained in seven different categories./

Instructional Outcomes: Cognitive Attributes of Students (e.g., to produce students with general knowledge across several broad fields)
Instructional Outcomes: Affective Attributes of Students (e.g., to produce students who are active politically and have an acceptance of democratic processes, institutions, and conventions as opposed to authoritarian attitudes and values)
Instructional Outcomes: Tangible Attributes of Students (e.g., to produce students whose degree objectives are achieved within reasonable time limits)
Instructional Environment Variables: Academic Environment Attributes (e.g., to attempt to minimize student withdrawals from the institution at all levels)
Instructional Environment Variables: Social Environment Attributes (e.g., to be concerned with the degree of social interaction and congeniality on campus)
Research Outcomes (e.g., to be concerned with the major topics of organized research projects conducted within the institution)
Public Service Outcomes (e.g., to promote student participation in various organized activities outside the campus)

Source: Modified from Huff (1971)

University Evaluation Scale:

/Two sets of semantic differential scales, the first used to describe "The Ideal University for You" and the second describing "Southern Illinois University-Carbondale," were used to generate this measure. Respondents' scores were computed by subtracting their responses on the second measure from their responses on the first measure and then summing these differences. Fourteen bipolar adjectives emerging from a factor analysis of these data comprised the basis of this indicator, after being reflected where necessary./

foolish-wise
active-passive
meaningful-meaningless
unselfish-selfish
insensitive-sensitive
good-bad
fair-unfair
progressive-regressive
boring-interesting
democratic-autocratic
unimportant-important
valuable-worthless
dishonest-honest
noncontroversial-controversial

Footnotes

[1] For the ideological distinctions between these two groups as they pertain to the broader sociopolitical sphere, see Bay (1967), McClosky (1958), Barnes (1966), Lane (1962), Lane (1972), Hampden-Turner (1970); for a discussion of student ideology as it relates to activism, radicalism, and characterology, consult Keniston (1973).

[2] This measure was derived from a factor analysis of students' responses on a modified version of Rokeach's Terminal Value Survey (Rokeach, 1973), on which the following values emerged: World at Peace, World of Beauty, Equality, Freedom, Happiness, Inner Harmony, Mature Love.

[3] A factor analysis of students' responses to a modified version of Rokeach's Terminal Value Survey (Rokeach, 1973) resulted in the following values loading on this measure: Comfortable Life, Family Security, National Security, Pleasure, and Salvation.

[4] When subjected to a factor analysis, students' responses to a modified version of Rokeach's Instrumental Value Survey (Rokeach, 1973) produced high factor loadings on the values constituting this measure: Ambitious, Clean, Obedient, Polite, Responsible, and Self-Controlled.

5

This indicator was generated by combining the respondents' standardized scores on the academic impact, academic quality, and academic climate indices.

6

Ideological moderates were omitted from this analysis for heuristic purposes.

7

When moderates are introduced into this analysis, a canonical correlation of 0.49 results, but the prediction level declines to fifty percent.

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